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Model of a marketing plan for library media programs

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Abstract

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Model of a Marketing Plan for Library Media Programs

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Chapter 1

Introduction

Reform movements have always been a part of the American education system, but recently transformation has become the focus of most school districts nationwide. All three levels of government have become involved with their own perspectives of educational transformation. Each school district needs to choose which reform measures best suit its needs. Personnel in each school and school district work as a team; every member of that team has an important role to play. Each district also needs to determine the most efficient method of carrying out these educational reforms. In these days of decreasing budgets, many administrators and principals find that the library media program is a convenient place to cut, not realizing that they are cutting out the heart of their informational system.

With the general downturn in funding, many educators are unable to pursue innovative instruction. Educators are teaching more with less and being forced to emphasize the textbook, lecture and workbook (Barron and Bergen, 1992). The school library media program is seen as unnecessary or frivolous. "The traditional negative stereotype of the librarian is still a flourishing image" (p.524). "Many teachers and administrators still have a negative attitude towards school library media specialists as colleagues in curriculum" (Berkowitz and Eisenberg 1989, p.1). Rigid scheduling of classes into the library media center is a convenient method used to provide other teachers with more

planning time. It creates a situation where resources are unavailable to anyone except students in classes scheduled for library use.

The school library media center should be an information and service agency, instead "too often the library is associated solely with books" (p.524) and seen as the librarian's domain only. Teachers, administrators and students must learn to think of the library media center as theirs. Administrators and decision makers need to realize that the school library media program is a logical answer to helping students become information literate. "The school library must be seen not as just another classroom but rather an exciting, enjoyable, and important service agency that deals with personal information needs" (p. 524).

We are now in an information age of astounding proportions. The individual cannot begin to find and store personally the increasing amounts of information that is available on a daily basis. "More new information has been produced in the last 30 years than in the previous 5,000. About 1,000 books are published internationally every day and the total of all printed knowledge doubles every eight years" (Eisenberg, 1992, citing Large p. 3). This does not take into consideration the increasing accumulation of all information or the increasing speed of transmission of information. The gap between the rate of human comprehension and the increasing information density, production, and speed of transmission is ever widening. Due to this phenomenon library media specialists have a responsibility to influence and persuade all school decision

makers that their program is an essential part of educational reform and information literacy.

The Presidential Committee on Information Literacy as cited by Eisenberg, defines information literacy.

Information literacy has become an essential part of today's everyday life. To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Producing such a citizenry will require that school and colleges appreciate and integrate the concept of information literacy into their learning programs. (p.5)

On the national level there are two goals from America 2000 (America 2000 is a national education strategy adopted by the President of the United States and the nation's governors in September 1989) that is addressed in this study. One is:

By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy. (U.S. Department of Education, 1990)

Another national goal that has relevance to information literacy and interactive learning is "By the year 2000 the high school graduation rate will increase to at least 90 percent" (U.S. Department of Education, 1990). These two national goals are relevant to this study because the library media center has a direct relationship with each of them.

State mandates and reform measures are influential in educational reform also. In Iowa, distance learning using interactive telecommunications will soon be an integral component of education in Iowa. One of the purposes of the Iowa Communications Network project is to address the need to improve instruction in mathematics, science, foreign languages, literacy skills and vocational education through the use of telecommunications. Library media specialists and their programs should be an integral part of this development. An example of a local school reform measure would be the development of an interdisciplinary curriculum that would incorporate the new technology which is quickly becoming available to school districts.

On all levels of school transformation the focal point of most restructuring is the student. Teaching the student critical thinking skills and collaborative skills are at the heart of school transformation. Most high school students are "batch processed" with little regard to learning abilities. One example of the kind of school restructuring involving information literacy is taking place now at the Williston Central School in Vermont. According to the principal, Marian Stroud, "lifelong learning is one of our main goals" (Bruder, 1992, p.28). This school's curriculum is expected to develop the individual person by creating an interactive learning environment for the student. The Paideia program is another example of a school restructuring idea in which the student is the focus. The Paideia program proposes to include a heavier intellectual diet than what is found in most public high schools today. Standard teaching methods would be

replaced with more difficult and effective techniques. The basic tenets of Paideia are 1) all children are educable, 2) student achievement should be weighed against his/her own capacity to learn, 3) students should be prepared to earn a decent living, 4) all students should learn to be good citizens of the Republic, and 5) all students should learn how to make for themselves a good life (Cetron and Gayle, 1991. p. 116). The Paideia program was developed by Mortimer J. Adler, philosopher, founder and director of the Institute for Philosophical Research in Chicago. Dr. Adler wants students to think. He feels no distinction should be made between students who are college bound and those who are not. He believes in an active, participatory learning style.

Finding the right curriculum that includes high expectations and standards for the students is often difficult for administrators and staff to accept because it requires change. "Lasting change takes a deep commitment to daily work of making schools the component of democratic life that they were intended to be" (Wood, 1992, p.230). "The shot in the arm, one size fits all approach of the legislated-excellence movement is a dead end leading not to genuine school improvement but to alibis for adults who should know better" (p.233). There is a movement toward a national curriculum but it is important to remember that ultimately the teacher has the most impact on curriculum at the local level.

School transformation is possible at the local district and school level. Persuading the administration that the library media program should be at the center of this transformation should not be an insurmountable task given the

student focus of restructuring. One goal of school transformation and the library media program is to “radiate an attitude that the central point for each student is to be able to use knowledge easily in a useful, purposeful manner” (Sizer, 1992 p.95).

School restructuring provides an opportunity for library media specialists to change the program and their roles. A “restructured school library is an information utility that can, if used appropriately, meet schools’ needs for information and materials in the Information Age” (Barron and Bergen, 1992 citing Greer, p. 522). As technological change expands the base of information available to teachers and students, the roles of the library media specialist must expand, transform and facilitate student learning. The roles of the library media specialist should include: 1) master teacher, 2) integrator of information skills in to the curriculum, 3) manager of human and material resources, 4) articulate defender of budgets, 5) promoter and user of a wide range of technology, and 6) a partner to other members of the instructional team (p.523).

The restructured library media center should be computerized and provide access to information beyond the walls of the library via networking. The school library media center must be linked to other libraries, media centers and information agencies. This network membership is a positive element in teaching and the learning experience. “It models for students the fact that more than one resource of information may be needed for learning or decision making” (p.525).

Working with new educational restructuring plans, decreasing budgets, and decision makers with limited knowledge of the potential of a library media program pose very real problems for the contemporary media specialist. Having a plan of action to persuade the decision makers that the role of the library media specialist and the library media program is essential in educational reform will enable many media specialists to reinforce their own role in the educational system. Without a well defined strategic plan there are no guidelines for execution, control, or evaluation of any program.

Problem Statement and Assumptions

The purpose of this paper was to create a model of a marketing plan for library media programs. This plan focuses on one school, Johnson Elementary, and one restructuring idea, interactive learning. The audience is the administrators and decision makers of Johnson school and the Cedar Rapids School District. This plan provides a model that can be applied in any school district by inserting local district information and including essential elements of whatever restructuring idea has been adopted.

An assumption of this model was that the library media program is essential to educational restructuring. It was also assumed that the library media program is an integral part of the school and is a necessary resource for

students so that their education is as complete as possible. Carl Sagan said (as cited by Voran, Nilsen, Beyard, 1988):

When our genes could not store all the information necessary for survival, we slowly invented brains. But then the time came, perhaps ten thousand years ago, when we needed to know more than could conveniently be contained in brains. So we learned to stockpile enormous quantities of information outside our bodies. We are the only species on the planet, so far as we know, to have invented a communal memory stored neither in our genes nor in our brains. The warehouse of that memory is called a library. (p. 182)

This is the essence of the importance of a library.

Limitations

This study was limited to the K-12 public school environment. It was limited to Johnson Elementary School which is in the Cedar Rapids, Iowa Community School District. TheodoreSizer believes school transformation can be done on a local scale, so it is wise to start small and continue to grow. This study was limited to that idea. This model was limited by the improvement priorities that have been established to aid the effective pursuit of the stated mission of the Cedar Rapids Community School District.

Definitions

To better understand the purpose of the strategic plan several terms need to be defined. **Communication** is the sending of messages to individuals and various publics as well as inviting feedback, i.e. two way communication. **Public relations** is the function by which organizations establish and maintain two-way

communication with their various publics. **Promotion** is the emphasis on changing attitudes. **Community relations** are the image of an organization within a community at large. It is important to understand three types of marketing. First, **organizational marketing** is similar to public relations. "Using this type of marketing one evaluates public attitudes, identifies policies and procedures of individuals or organization and plans and executes a program of action to earn acceptance and understanding" (Kies, 1987, p.7).

"**Non-profit marketing** is the analysis, planning, implementation and control of carefully formulated programs created to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives" (Kies citing Philip Kotler, p.7). "**Social marketing** is a campaign devised to change attitudes or behavior in a target audience" (p.8). Principally, social marketing was used in the strategic plan that was formulated but it includes a blend of characteristics of all three types of marketing. A **marketing plan** is also a strategic plan and the terms are used interchangeably. "A marketing plan is a written document that is a road map for achieving objectives" (Iowa Business School, 1992, p.23).

Information literacy is the ability of "a person to recognize when information is needed and to locate, evaluate and use effectively the needed information" (Eisenberg, 1990 citing Final Report of American Library Association Presidential Committee on Information Literacy, p. 29-30).

Transformation and **school restructuring** mean school reform. In this study

school transformation involves setting up teams of staff members and students that include different kinds of learners. **Access to information** is defined as stated in the Library Bill of Rights: The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use. (American Association of School Libraries, 1988, p. 140)

Interactive learning is defined as the principal of Johnson Elementary School, Dena Chambliss, defines it: "Children need to learn from each other, they need to have ownership of their learning, and they need to connect it to something they know. They must be able to teach what they have learned to someone else i.e., verbalize their learning. Discovery must be a part of this

learning. Simulations also play an important role in interactive learning”
(Chambliss, 1993).

Chapter 2

Literature Review

Educational Transformation

The full potential of school library media programs will never be realized until teaching staff and administrators of a school and school district are convinced that program contributions have inestimable worth to teaching and learning. School library media specialists promote information literacy through the integration of information skills in the curriculum and other cooperative activities with teachers.

Do the decision makers in school districts believe that the roles of the library media specialists and programs, as defined in Information Power (AASL, 1988) guidelines, are performed in their schools? Carol Gaskins Lewis (1991) conducted a study of middle school principals to determine if their perception of the role of the library media program met the national guidelines. Some of the conclusions that came out of this study were that the library media coordinator did not conduct staff development for teachers, did not locate relevant resources beyond the library media center, and that the library media coordinator was not provided with sufficient continuing education opportunities in the area of media and technology (p.133). Lewis found that the principals' perception of the library media program was better than the library media coordinators. Budgetary considerations were responsible in large part for the discrepancy in this perception. "It is interesting that at a time when literacy is the buzzword in so

many national reform reports, school library media budgets are shrinking each year" (p. 134). Some of the recommendations from this study were 1) that local school systems need to establish the role of the library media program in a written plan, 2) institutions of higher learning that prepare future teachers and administrators must recognize the importance of an exemplary library media program, and 3) principals' leadership role was confirmed (p.138). Their role is critical to successful programs and, therefore, they must not take their responsibilities lightly.

Information Power (AASL, 1988) recognizes that partnerships must be formed between the library media specialist and the key members of the school, including the district administration, in order to achieve the greatest outcomes. A collaborative basis is necessary for good programs. Empowerment of teachers, building-based management, shared decision making, curriculum revision and individualized achievement and cooperative learning all fit into this collaborative trend. Collaborative effort is possible in each school and district even if resources are few. It is this effort, backed by a strategic plan, that will create an information literate learning environment.

The abilities to think critically and solve problems help make a person information literate. This is an essential capability in a society whose political foundation is built on an informed citizenry. If as educators we choose to ignore students' development of higher-order thinking skills, we are seriously limiting their ability to cope in a complex information oriented society.

Interactive learning is one restructuring idea that aids students in developing critical thinking skills and problem solving. "Student interaction and cooperation can form the base for improved problem solving, increased achievement, better retention of material, and better attitudes toward school, subject, teacher and peers" (Lyman and Foyle, 1990, p.11). Many students leave school without the basic information skills needed for participation in our society. Educators in the past have failed to involve students in their own learning process. "In interactive learning classrooms, however, student interaction becomes the most important learning tool in the classroom, making more productive use of teachers and learning materials" (p.64). Children need to learn from each other and they need to have ownership of their learning. Discovery is an important feature of interactive learning which creates a learning atmosphere that is remembered by the student.

As we restructure our schools and establish programs to develop other critical thinking skills we need to realize there is a lack of awareness by decision makers of the potential for the involvement of the library media professional in the development of these programs. "Library media specialists...realize that a major part of their time must be spent helping students develop the thinking skills that will equip them to not only locate but also evaluate and use information effectively and thereby become information literate" (Mancall, Aaron, Walker, 1986 p. 19). "Information management skills instruction is essential if students are to exert control over school-related and lifetime information needs" (p. 20).

We need to inform the decision makers that process is more important than content and that it is these important skills that can be integrated throughout the curriculum and will enhance our students' abilities to be life long learners.

"Moving away from the teacher as the central or only resource" (Bruder, p.28) is a component of school transformation. The teacher acts as a facilitator and the library media specialist and the library media program provide resources and the technology for use of those resources. Helping students learn the methods necessary to access information is another element of school transformation. Anne Lewis, as cited by Cetron and Gayle (1991), defines school transformation as "changing the dynamics of interactions in the classroom to ensure higher expectations of both teachers and students" (p. 20). School transformation includes classrooms where student work is driven by a purpose, where student interest helps shape curriculum and where work is active and cooperative.

Library media specialists need to realize that the role of the teacher and the role of the library media specialist change as the restructuring of schools takes place. The quality of teaching and how the learning process can be improved should be the focus of restructuring efforts. The library media specialist has an opportunity to not only become a part of the decision making process but also to make other decision makers aware of the capabilities of the library media program which fit the students' needs regardless of the particular school restructuring plan.

The library media specialist must be committed to involvement in curriculum activities because these are at the heart of the school restructuring. "To avoid this involvement would place us into the shadows of educational reform and we need to be at its apex" (Murray, 1989 p. 90). Communication with the principal and other administrators is imperative for the library media specialist. This not only fosters good public relations, it enables the library media specialist to persuade the decision makers of the vital role of the library media program in school transformation.

Remembering that the students' success in and out of school is our ultimate goal, it is our responsibility to nurture development of their strategies for processing information. This process is called critical thinking. Development of a program that fosters critical thinking requires the promotion of the library media program as an essential educational setting for process learning.

Linking directly to the content area curricula through the infusion of critical thinking skills into library media curriculum puts the library media specialist in a position central to the development and implementation of the total school curriculum in an educational setting calling for excellence. (Berkowitz and Berkowitz, 1987 p. 25 -26)

Restructuring matches the vision for library media programs in Information Power (AASL, 1988), which confirms what good library media specialists have been trying to do for a long time, that is: 1) to foster independent learning according to a child's information needs, 2) to provide the resources and instruction for in-depth learning, and 3) to teach students how to use information.

According to Vandergrift and Hannigan (1986) there are twelve principles that define the role of the library media center and the library media program in elementary education. Four are particularly pertinent to this study. First, children must have access to a school library media center. Second, they must have the opportunity to develop critical skills through guided experiences in the exploration and evaluation of the wide range of sources available to them. Third, children must have instruction in the management of information in order to develop competencies in using available technology to locate, analyze, evaluate and use information, i.e. become information literate. The last principle states "A nationwide marketing strategy must be developed to insure that all citizens are aware of the importance of elementary school library media centers for the future of the learning society in an information age" (p. 172).

Marketing

Understanding how to develop a marketing strategy is crucial for the library media specialist to know in this time of dwindling budgets. The library media specialist needs to overcome the negative attitude toward the library media center that may be held by many parents, teachers, school board members and administrators. Marketing means doing what you do so that other people will see you in a favorable light. Many library media specialists design activities to promote certain weeks of the year or special occasions that are important to their library media programs. Many of these activities are wonderful

ideas, but a comprehensive plan is needed to convince others that what library media specialists do is essential in the restructuring of our schools.

All library media specialists need to consider the art of public relations. They need to consider their target audiences, why they want to relate to them, what they have to sell, what works and what does not. There are many approaches to successful public relations and marketing strategies. Many are as easy as a simple thank you to a parent volunteer. Parents and volunteers who have pride in their library media center can go a long way in helping to promote a program. They are the ones who, in the end, pay the bills and they are the ones who have the ear of the school board and thus the administration.

Many libraries and library media programs have their budgets cut because there is no one in authority who knows what services and programs are available and how essential they are to educational restructuring.

Information is power, and you are at the heart of the information center of your school. You are the person in your school who reaches out to teachers and, using the best diplomacy and psychology, ushers them into the heart of the school - the library media center. (Keefe, Taylor, Karpisek 1986 p.128)

Communications gaps need to be eliminated. An ongoing marketing plan must be developed that includes innovative concepts and ideas. The library media center and program must be promoted as a vital part of the school and the educational system. Relationships must be built with legislators and school board members long before their support is required. Marketing or strategic

plans are needed to ensure that our students' education is as complete as possible.

These plans will benefit the library media program and ultimately work to benefit the student by helping him/her become informationally literate and, therefore, a productive and valuable citizen in our society.

The benefits of a strategic plan are many. It will establish a clear plan of action, establish priorities [and it will make other library media specialists, educators and decision makers aware of the library media program.] It sets forth measurable goals and establishes a basis for follow-up. It provides a vehicle for selling new and innovative plans to top management, [i.e. the superintendent and the school board.] It provides for continuity during personnel changes. It forces discussion of contingencies and unknown plans. (Kopp, 1990, p.5)

There are two levels of marketing: 1) planning, and 2) corporate strategy. These must be consistent within the overall plan. Corporate strategy looks at the organization as a whole while marketing plans focus on the patron's needs and competitor's needs within well defined markets. Our market is very finite. Our competition, unfortunately, will be other educational programs. With the declining education budgets we are fighting for a piece of the financial pie. Marketing plans must be defended on two grounds: 1) that they are likely to produce results, and 2) that the pursuit of the objectives maintains a good fit with the school district's overall strategy. The corporate strategy, i.e. local school district or the state, sets broad parameters within which the library media specialist must operate. By using the marketing planning concept the library media specialist 1) understands the objectives and mission of the library media

program, 2) analyzes the situation and environment, 3) determines goals and objectives, and 4) develops the strategies to achieve the desired goal of persuading the decision makers that the library media program is essential to the restructuring of our schools.

Chapter 3

Methodology

A well designed marketing plan provides an organization with specific direction or focus and is consistent with the overall strategy of the organization. It attempts to build a model of demand for a product or service. Creating a marketing plan requires careful consideration. Marketing planning is defined as: 1) the process of evaluating the environment, 2) analyzing market opportunities, 3) selecting target markets, 4) developing strategies, and 5) preparing marketing actions to implement the strategies. Marketing planning consists of developing actual procedures to carry out a given marketing strategy. The basic steps necessary to create an effective marketing plan are:

1. Understand the corporate mission and objectives.
2. Analyze the situation and the environment.
3. Determine the goals and objectives.
4. Develop the marketing strategies to achieve the desired goals.
5. Design an action plan to implement the strategies.
6. Determine the procedure for evaluating the plan (Kopp, 1990, p. 35).

After these steps have been documented, an executive summary is created and included following the table of contents. An appendix includes financial budget considerations, references and other support materials.

The basic steps of a marketing plan as described by Kopp and Hennessey were adopted and are described as they were used in development of the marketing plan for the library media program at Johnson Elementary School.

Step 1: Understand the corporate mission and objectives. Include the district, school and library media center mission and goals. This model includes the mission and school improvement strategies of the Cedar Rapids Community School District. It also includes the strategies of Johnson Elementary School and the mission statement of the media center. With the knowledge of what the media center is and what it expects to achieve, planning personnel are able to determine how to get there.

Understanding the parameters of school transformation are imperative in this step. The mission statement of the library media program should clearly state that the focal point is the student. Effective use of information should also be a part of the mission statement. The objectives for the library media program should include a statement about collaboration with each team within a school. Providing them with the tools to access information, to develop critical thinking and collaboration skills also should be included with the objectives. Other objectives should include: 1) instruction in the management of information,

2) fostering independent learning according to the student's information needs, and 3) literacy.

Step 2: Analyze the situation and the environment. This step involves making a comprehensive assessment of the district library media program's current orientation within its marketing environment. This includes assessing the program's perceived strengths and weaknesses, the patrons' needs, the technological trends and the competition. Understanding the situation of Johnson school and its relationship to the Cedar Rapids Community School District and the restructuring idea of interactive learning are included in this section. This section helps the library media specialist understand the environment, where she/he has been and where she/he is now. Knowing this, the library media specialist can more effectively guide future programming. This is where the library media specialist looks at the restructuring plan specifically and the relationship between: 1) technology, 2) critical thinking skills, 3) organizational patterns, and 4) the methods to develop the individual student and the library media program.

An examination of the organization also includes evaluating perceived competitive strengths and weaknesses, compared to known competition regarding: 1) product and product quality,

2) delivery, 3) advertising, 4) promotion, and 5) service capabilities. The second part of situation analysis consists of examining the marketing environment or external factors. For example, information usually sought includes: 1) market segments, 2) buying behavior and shopping patterns, 3) demographic characteristics, 4) psychographic characteristics, 5) market size and market shares, 6) potential market penetration, 7) social and political changes taking place that affect the programs, 8) price, and 9) distribution channels. Sources for internal information may come from department reports, personnel or meetings (Kopp, p. 39-40).

External sources for information include professional organizations (Iowa Educational Media Association), government reports (America 2000), other libraries (Grant Wood Area Education Agency), and school administrators of the Cedar Rapids School District. A look at the type of school that is being restructured is critical. As stated in the objectives the plan is to move away from the "shopping mall school, where there is something for everybody" (Wood p. 108).

The process of creating a simpler program can restore a necessary set of priorities for the resources of the schools, focusing on what is the most important function of the school, the development of intellectual habits, even as

legitimate student interests and diversity are respected. (p.109)

Step 3: Determine the market goals and objectives. Marketing objectives should adhere to the following guidelines.

- a. The objectives should be consistent and reflect the overall district educational strategy: marketing plans cannot develop in isolation from other educational segments.
- b. Marketing objectives must be measurable. Both qualitative and quantitative objectives must be stated in terms of hard numbers so progress can be evaluated accurately. A time frame for each objective should be designated. Benchmark points of measurement should be established.
- c. Marketing objectives must be specific. Everyone can understand a number, but general goals may be misinterpreted. Since the purpose of the objective is to measure progress, the measuring device must be 1) accurate, 2) objective, 3) understandable, 4) reliable, and 5) achievable. These goals involve specifying national, state and local school transformation needs. More particularly, goals and objectives needed to ensure interactive learning in the Johnson Elementary restructuring plan are included. Other objectives must be set: 1) human resource development and training, 2) budgets, 3) public relations, and 4) service programs. Items

such as space utilization, technology and blocks of teaching time are advantageous to use in this step for all are quite measurable. After compiling data on student needs in each of these areas, the library media specialist can enhance these statistical data with objectives, such as: 1) fostering independent learning, 2) developing critical thinking skills, and 3) becoming informationally literate. These latter objectives, while more important than the first objectives stated, are less easily measured statistically, although all can be observed over given periods of time.

Step 4: Develop the marketing strategies to achieve the desired results.

“The development of the most effective and efficient marketing strategy is a dynamic process because the marketing environment is constantly changing” (Kopp, p. 40). The strategies created form the basis for designing a set of action plans. After target markets are identified, specific strategies must be developed with each of the four Ps of the marketing mix: 1) Product, 2) Price, 3) Placement, and 4) Promotion (Kopp, p. 2). A review of research and developmental issues may be included. What patrons should we serve and what are their needs? What strategies should be developed in order to create satisfied patrons?

Product strategy emanates from the concept of positioning.

Good positioning is providing patrons with high levels of important product benefits and doing so better than the competition.

Our ultimate product is the student and his/her ability to manage information. As we engage in the transformation to interactive learning, we must keep our mission and objectives, clear. As stated earlier, Dr. Adler believes that schools should prepare their students to earn a decent living, be good citizens and make themselves a good life (Cetron and Gayle, p.116). Positioning our products, students and their ability to use information regardless of the technology and resources available to them, with the mission and objectives of the school and or district transformation will lead to positive feedback from the decision makers.

Step 5: Design an action plan to implement the strategies. This is the doing or actually carrying out a strategy, which is sometimes called tactics. Specific budgets, allocation of resources, schedules and programs must be presented to show how they support the strategy. This includes: 1) the development of individual responsibility (who does what, where, when, and how) and 2) the development of financial plans, matching needs to

available funds. Specific details of space utilization, technology needed, use of the teachers as facilitators, tools needed to access information, methods to develop critical thinking skills, instructional plans for management of information are put into the long rang plan now. This is the step where the library media specialist must sell the library media program and the integration with school restructuring. Each objective of the Johnson Elementary library media program, the Cedar Rapids Community School District and the interactive learning plan will mesh together to create a strategy for “schools that work” (Wood) within the school transformation experience.

Step 6: Determine procedures for evaluating and controlling the execution of the plan. This model addresses procedures pertinent to interactive learning, Johnson Elementary School and the Cedar Rapids Community School District. Actual achievements must be compared (measured) against objectives. If significant deviations are found, steps must be taken to correct the problem. Use of space can be measured, as can technology use and outcomes of student knowledge. Many successful objectives can be observed, for example, the use of the library media center. Is it open before and after school to provide the maximum access to resources possible? Each objective and the

mission can be measured statistically or subjectively. When carried out as planned by the library media specialist, there is little doubt that the plan will be successful in meeting the objectives and goals as stated.

It is important that the above steps be done in the order presented. For example, realistic goals cannot be determined accurately until after a comprehensive situation analysis has been completed.

With this marketing plan tailored to the school library media program any media specialist should be able to use this document as a guide in his/her district to persuade the decision makers that the library media program is essential in any school restructuring plan.

Chapter 4

Model

MISSION STATEMENT: Cedar Rapids Community School District

Strategic Plan for School Improvement

1992-93 Key Improvement Priorities

The mission of the Cedar Rapids Community Schools is to prepare all students to enter various adult roles such as effective citizens, informed consumers, lifelong learners, responsible family members and productive workers.

To be effective in the pursuit of this mission, we shall strive to establish the following conditions:

1. An **INSTRUCTIONAL PROGRAM** that ensures the integration and application of the following skills by every instructor for every student:

- ▶ Reading, writing, speaking and listening
- ▶ Teaming and Collaboration
- ▶ Technology selection and application

Identification and management of fiscal, material, and human resources

Information acquisition and application

Decision-making, creative thinking, problem solving, and reasoning

Personal and self-management qualities

2. An **INTEGRATED CURRICULUM** that focuses on future oriented learning through which students

Demonstrate expected mathematical competencies

Demonstrate expected scientific competencies

Gain an understanding and appreciation of the fine arts

Grow in awareness and understanding of cultural diversity, global interdependence, and world issues

Develop other knowledge and skills in preparation for career development

3. A SCHOOL IMPROVEMENT FOCUS that

Defines expected competencies using outcome based assessments to evaluate student progress

Integrates short-and long-term planning at all levels of the organization

Includes a variety of intervention programs for at-risk students

Promotes comprehensive staff development

4. A SUPPORTIVE ADAPTIVE ENVIRONMENT that

Provides flexible instructional arrangements to accommodate individual differences

Promotes a positive, collaborative climate for all employees

5. SCHOOL COMMUNITY RELATIONSHIPS that

► Foster broad-based community support

Improve school-home interaction and support (Cedar Rapids Community School District, 1992-93)

School Improvement Plan Submitted by Johnson School Community

Johnson Elementary's school improvement activities are an extension of the mission of the Cedar Rapids School District mission and the school improvement strategies as stated. Included are an instructional program that

ensures the interaction and application of the following skills by every instructor for every student.

- ▶ Reading, Writing, Speaking, Listening
- ▶ Teaming and Collaboration
- ▶ Technology Selection and Application
- ▶ Gain an Understanding and Appreciation of the Fine Arts
- ▶ Grow in Awareness and Understanding of Cultural Diversity, Global Interdependence and World Issues
- ▶ Defines Expected Competencies Using Outcomes-Based Assessments to Evaluate Student progress
- ▶ Includes a Variety of Intervention Programs for At-Risk Students
- ▶ Provides Flexible Instructional Arrangements to Accommodate Individual Differences
- ▶ Foster Broad-Based Community Support

The action step for these skills will include a school-wide scheduled daily time for Sustained Silent Reading to insure that each student reads on his/her independent level at least 15 minutes per day. The media center will begin the process of catalog automation. More hands-on experiences will be incorporated for the total student body. Utilization of an Iowa Arts Council grant and PTA funds will sponsor an artist who will assist Johnson students in the development of a mosaic. The building staff will assist to broaden the scope and exposure of the summer African Heritage workshop for students. Mini staffings will be conducted twice a year by the child study team. A Reading Recovery Program for selected first grade students will be implemented. The tutoring programs and volunteer corps will continue and be expanded. Additional field trip experiences to promote the language development of children will be planned and organized. The building staff and parent representatives will further explore the feasibility of a restructured school year. Cooperative efforts with other community agencies

will continue. Expansion of these efforts will be pursued to provide productive, safe summer activities for neighborhood children. The development of an Adult Literacy Program will be explored. Efforts to involve parents in their child's education through Author's teas, plays, open house, Spirit assembly talent shows will continue. A corporate partnership will be explored by the building staff. Parent Breakfast discussions to allow opportunities for conversations about educational issues will be held in the building (Johnson School Community, 1992-93).

The Cedar Rapids Community School District media program has a written philosophy statement:

The Instructional Materials Centers in the Cedar Rapids Community Schools exist to support the total educational program. Media Services are provided by certificated media specialists and their secretarial staffs in response to individual building needs. (Cedar Rapids Community School District, 1988)

This philosophy statement includes the following outcomes.

TO SUPPORT TEACHERS IN THE DELIVERY OF DISTRICT CURRICULUM by

- selecting, acquiring, and using materials, information, and ideas
- attending department/team/grade level meetings
- providing bibliographic services
- providing media center orientation
- assuming the role of educational strategist
 - assisting in the design of appropriate instructional activities
 - adapting curriculum & teaching strategies
 - applying knowledge of learner characteristics and learning styles
- participating in team teaching, observation, and peer support activities
- teaching ad hoc and small groups (book discussions, information retrieval skills, thinking skills, etc.)
- providing literature appreciation/storytelling
- acting as a resource person
- communicating with parents
- providing teacher inservice

- raising awareness of cultural diversity
- cooperating with other educational agencies
- applying technology (videodisk, electronic retrieval, audiovisual, and computers)
- participating in District media networking

TO SUPPORT SPECIFIC DISTRICT PROGRAMS such as

- the Extended Learning Program
- special education
- drop-out prevention
- alternative education
- English as a Second Language
- enrichment units
- Quest-Skills for Adolescence
- co-curricular and extra-curricular activities

TO SUPPORT CURRICULUM DEVELOPMENT by

- participating on District Curriculum committees
- participating on District ad hoc committees
- participating on building curriculum review committees
- providing input to existing committees and curriculum personnel

TO SUPPORT CURRICULAR CHANGE AND DEVELOPMENT OF NEW PROGRAMS such as

- technology
- full-day kindergarten
- extended day
- early childhood education
- integrated language
- integrated curriculum
- reading in the content areas
- Mastery Teaching/Learning
- Quest- Skills for Growing
- interactive television

TO SUPPORT BUILDING ADMINISTRATORS' PRIORITIES including

- building management team
- school improvement committee
- award and accreditation applications
- various child study teams
- building committees
- all-school activities
- public relations

TO BE INVOLVED WITH MEMBERS OF THE COMMUNITY including

- area libraries
- preschools
- youth groups
- school-business partnerships
- professional organizations
- service organizations and boards
- parent teacher organizations
- neighborhood residents
- colleges and universities

TO DEVELOP A POSITIVE ATTITUDE TOWARD INDEPENDENT LIFELONG LEARNING RECREATIONAL READING through

- integration of information retrieval skills
- integration of media skills
- special reading promotions
- accessibility and climate
- leisure reading
- encouragement of individual interests and inquiries

TO FACILITATE DELIVERY OF THESE SUPPORT SERVICES, THE MEDIA SPECIALIST will

- manage the time and space of the facility
- conference regularly with the professional staff
- work with classes/groups during times of curricular need
- respond to the need for individual instruction
- model and teach independent learning strategies
- model effective use of time and resources
- develop and implement circulation and media service guidelines
- assess needs and evaluate services
- set annual goals
- preview and review materials
- implement the district policies and procedures for selection, reconsideration, and copyright
- develop and monitor a budget
- select and purchase new materials to meet building needs
- implement technological changes in media center management
- maintain the card index
- maintain the collection
- maintain an inventory - print, nonprint, equipment
- provide for first responder services on equipment
- supervise IMC staff and IMC volunteers
- pursue professional development opportunities. (Cedar Rapids Community School District, 1988)

The Johnson elementary school does not have a more specific written mission statement or written goals and objectives.

ANALYSIS AND ENVIRONMENT:

Johnson Elementary School is one of twenty three elementary schools in the Cedar Rapids Community School District which serves a population of 120,000. The school district has 17,000 students. There is one district administrator who is specifically responsible for the elementary schools and there is a part time district media position.

Johnson Elementary School is an inner city school with 465 students. The student population is socially, economically and ethnically diverse. It provides extended day care for many students. It also provides a program entitled "Family School" which serves as a magnet. The staff at Johnson school has a good rapport with the district administrators.

The library media center contains approximately 15,000 items. There are eleven computers available for student use. Four MacIntosh computers will be added for the 1993-94 school year. Automating the card catalog is presently in process and will be completed for the 1993-94 school year. The library media program at Johnson elementary school has changed over the years from a strict schedule to an unscheduled environment, students come and go as their information needs arise; thus each student has an opportunity to explore, and discover on his/her own. The library media specialist guides the students on their own paths of discovery.

The total media services budget for the Cedar Rapids Community School District was \$1,880,257.00. Audio visual materials are in a separate account. Salaries for 32.6 full time professional employees were \$1,009,948.00 and salaries for other staff were \$391,645.00. The Johnson Elementary School media budget for the same calendar year was \$3,800.00. The media services budget is a portion of the total building budget. As such, allocation of media services budget monies is under the direct control of the building principal. The Johnson Elementary School 1992-93 budget represents \$8.17 per student.

The strengths of the library media center program at Johnson school are 1) access is open for students, staff and volunteers, 2) students are encouraged to be problem solvers and creative thinkers when they are in the media center; 3) a supportive staff and volunteers make valuable contributions, and 4) scheduling is flexible. The weaknesses are 1) many of the materials are out of date, especially the reference collection, and 2) new technology is lacking in the program. Student and teachers need: 1) a well balanced collection, 2) access to information beyond the library media center walls, 3) a community center for reading, literacy promotion and information, 4) a site to learn information management, and 5) an interactive learning support center. The technological trends of this media center include catalog automation which will provide students and staff more efficient and better access to their collection. This media program needs to get beyond the automation process and move toward technology that includes capabilities for multimedia productions, and

access to other information besides that which exists in the building collection and the collection at Grant Wood Area Education Agency. This situation provides an opportunity for the Johnson elementary school to take the lead in the school district in providing the best library media program in the district. One threat to this program is that the school board and the district administration would reduce funding to library programs and thus diminish the effect of the library media program at Johnson school.

Competition is difficult to define in public education. In a perfect situation all elementary schools and their programs would be equal. Many elementary schools in this district have more current materials in their media centers due to generous Parent Teacher Associations (PTAS) and other benefactors. The Johnson school PTA has been generous within its means. These kinds of situations create disparity within the district.

The components of the district's instructional program as stated in the corporate mission and improvement priorities lead directly to interactive learning. The Johnson School Improvement Plan focuses on interactive learning and application of skills in reading, writing, speaking and listening. Teaming and collaboration are priorities. Decision making, creative thinking, problem solving and reasoning are also important priorities. This dovetailing of the district priorities and the school improvement strategies provide the basis for the interactive learning action steps.

GOALS AND OBJECTIVES:

JOHNSON ELEMENTARY LIBRARY MEDIA PROGRAM

GOALS:

- ▶ Increase awareness of the library media program
- ▶ Incorporate interactive learning that develops critical thinking skills, provide information management instruction, and foster independent learning in the library media program
- ▶ Develop an appropriate budget
- ▶ Utilize the latest technologies to access information

OBJECTIVES:

- ▶ Create four Public Relations events during the calendar year
- ▶ Hold three educational presentations during the calendar year
- ▶ Collaborate with every team member of the school to incorporate interactive learning activities with the curriculum at least once a month
- ▶ Sponsor four simulations during the calendar year
- ▶ Provide three staff development sessions during the calendar year
- ▶ Increase the media services allocation from the district to \$20.00 per student
- ▶ Hold one fund-raiser during the calendar year
- ▶ Purchase \$10,000 of technical equipment during the calendar year

The goals of interactive learning in the library media center and increased awareness of the library media program are the vision of a restructured library media program. The student is the focus of restructuring and the focus of the restructured library media program is to provide "an information utility that can meet the schools' needs for information and materials in the information age" (Barron and Bergen, 1992 citing Greer p. 522). It is the responsibility of the library media specialist to document and measure the objectives of the library media program. Planning four public relations events and three educational forums is the responsibility of the library media specialist.

Collaborating with every team member of the school to incorporate interactive learning activities with the curriculum can be measured by 1) documentation of curriculum meetings, 2) written lesson plans that incorporate interactive learning activities, and 3) observations of the interactive learning action steps taking place in the classroom. These lesson plans should include: 1) activities to foster independent learning, 2) develop critical thinking, and 3) provide instruction in information management. Measuring independent learning and critical thinking is difficult. One method is a checklist that is assessed by the staff and administrators. For example, does the staff ask appropriate questions?, are students allowed time for discovery?, are simulations provided?, what action steps are taken by the students before the simulation? Simulations will be coordinated with the team members so that they are appropriately spread throughout the year and do not duplicate themselves or classroom simulations. Simulations can also be used for measurement. The crucial factor is whether the responses are appropriate within the context of the material. These responses would be examined by teachers, administrators and the library media specialist. Providing instruction in the management of information can be documented and measured by the library media specialist by reviewing written lesson plans and observing the oral, written and visual use of the Big 6 skills (Eisenberg and Berkowitz, 1992) by the students. Three staff development sessions stressing interactive learning will be held. These will be coordinated with the district administration.

Budgets must include money for technology, staff development, and community relations for better understanding of interactive learning. Improved communication is imperative to help the public understand the practicality and benefit to the student of interactive learning and the restructured library media program. The budget must be evaluated. Is money allocated to make changes? What are the actual dollars spent for restructuring?

Utilization of technology can be measured by the amount of use by students/teachers. Another measure is the amount of help required during the use. Document the successes in finding relevant information. Additions of equipment and available technology can be documented.

MARKETING STRATEGIES:

The patrons who should be served are a part of the entire school community of Johnson Elementary School. The community of this elementary school includes: 1) students, 2) staff, 3) volunteers, 4) parents, and 5) neighbors of Johnson School. Patrons' needs are 1) a well balanced collection, 2) access to information beyond the library media center walls, 3) a community center for reading, 4) literacy promotion and information, 5) a learning information management site, and 6) an interactive learning support center. The marketing strategies employed should convey within the context of interactive learning, the following message:

The school library media center is indeed central to elementary, as well as secondary, school education today. It is in these centers that all students, from the intellectually gifted to those with severe physical or learning disabilities, find not only the resources to support and extend their knowledge of the various subjects of the

school curriculum, but also opportunities to investigate new topics, and explore new ideas. Here they move beyond the traditional textbook to use the full range of information carriers from the printed page to electronic data processing systems and learn to match various materials with personal learning styles. They break through the confines of their own restricted worlds to read and view media representing all aspects of our pluralistic society and thus learn to recognize and deal with perceptions of the world which differ from their own. (Vandergrift and Hannigan, 1986 p.172)

Teachers, principals and library media specialists must be allies and the agents of change to work toward the decision makers' understanding of the essential nature of the library media program in the school restructuring idea of interactive learning.

The strategies employed in this model are configured around

1) communication, 2) promotion, and 3) fundraising. Written, verbal, and one-to-one intercommunication are the methods used. These include: 1) news releases, 2) newsletters, 3) buttons, 4) multimedia productions, 5) speaking engagements, 6) conferences and workshops, 7) booklists, 8) annual reports, and 9) exhibits. Remembering the audience (the decision makers) and the message is of the utmost importance. Promotion of the library program through organizational marketing, nonprofit marketing and social marketing are included in these strategies. Community relations should be an important aspect of the plan. Using these strategies will increase the awareness of the decision makers that the library media program is an essential component of interactive learning in restructuring.

ACTION PLAN:**CREATE FOUR PUBLIC RELATIONS EVENTS****1. Hold Fall Open House**

Coordinate library media center open house with the school open house. The audience is the Johnson school community. The library media specialist and staff make all arrangements. Hold ongoing demonstrations of the newly automated catalog. Hang a large time line of events so students and parents can plan for future activities. Be available to answer any questions that parents and students might ask. Have a display poster stating the mission, goals, and objectives of the library media program.

2. Sponsor a Logo and Slogan Contest.

Sponsor a logo and slogan contest that students, staff and parents may enter. The library media specialist and staff will judge all entries to choose the best logo and slogan. Time period for the contest should not exceed three weeks. Encourage students to work together and get ideas from each other. Announce winners, slogan and logo at a special assembly. Invite local newspaper to cover the story. Publish winners, logo and slogan in the school newsletter. Collaborate with PTA members and volunteers and arrange to have buttons with the logo design. As individual students make an important discovery in the library media center, give them a button. Make the buttons a coveted prize. By the end of the year every student should have earned a button.

3. Participate in a Technology Fair

Coordinate this spring time technology fair with other elementary schools in the district and the Grant Wood Area Education Agency.

Coordinators for this event are the district media person and media specialists from the participating schools. The purpose of this fair is to show the school community and the business community what elementary students can do with the latest technology in their schools. Student made videos, multimedia productions, and students doing research can be a part of the displays.

Interactive learning will play a major role as the students create their presentations for this event. Invited vendors will have displays of the very latest technology to demonstrate to the audience the capabilities of their product and benefits to the students and the cost. Hold this fair in a centrally located school.

4. Sponsor an Author Visit

Secure funding and make arrangements for author visits. Obtain a grant from the Iowa Arts Council to provide the money for an author to visit Johnson Elementary School for more than one day. Deadlines for these grants are very specific. The library media specialist should work on this during the school year before it is to take place. Students work on their own writing and discuss and discover the process that an author goes through to create a book. Schedule this time through the Iowa Arts Council. Invite the local newspaper to visit when the author does. Publicize the event in the school newsletter and the local paper.

EDUCATIONAL PRESENTATIONS

1. Breakfast with Decision Makers

In the month before the district budget is set invite the administrators and the school board for a light breakfast in your library media center. Invite a specialist in the library information field from outside the district to make a presentation on:

...the information explosion, the need for information literacy education (process over content) and the role of the library and information specialist. It is VERY EFFECTIVE - not to talk about how wonderful libraries are, but to focus on giving the kids in OUR schools what it takes to survive in the information age. Time for questions after the presentation seems to work well. (Eisenberg, 1993, E-mail)

If it is not possible to schedule a guest speaker from outside the district, do the presentation with the help of the district media specialist. Make a presentation of the mission, goals and objectives. State your technology needs. Be persuasive! Make these decision makers understand the importance of the program and the need for information literacy education for the students. Give them an annual report which includes all activities of the library media program, all financial reports and all student numbers.

2. Presentation to Building Staff

At the beginning of the school year make arrangements with the principal to do a short presentation to the building staff during a staff meeting. This presentation should be done either during one of the inservice days at the very beginning of the school calendar or the staff meeting that occurs right after

classes have started. Emphasize the importance of information literacy education, explain the information explosion and describe how the library media specialist will help to integrate interactive learning into their lesson plans.

3. Presentation to PTA and Johnson School Community

Arrange with the PTA president to make a presentation to members early in the fall. Stress the mission, goals, objectives of the library media program. Help them to understand the needs for equipment that will benefit their students. Persuade them that the library media program is essential to their children's ability to learn to function in a world of information. Explain that the library media program and interactive learning will guide their children toward lifelong learning.

COLLABORATION WITH TEAM MEMBERS

1. Schedule Meetings with Teams

Schedule time once a month with teams to plan and collaborate. Organize your calendar with each team at the beginning of the school year. Meeting with the teams on a monthly basis allows for flexibility in case plans change. Each team and the library media specialist should formulate ideas and activities that integrate: 1) curriculum, 2) information literacy education, and 3) interactive learning. Ideas for simulations and activities will be discussed in these planning sessions.

SPONSOR FOUR SIMULATIONS

1. Mock Trial of The Big Bad Wolf

An all school event will be held during the first quarter of the school year. Each class is responsible for knowing the story of The Three Little Pigs and The True Story of the 3 Little Pigs by A. Wolf as told by Jon Scieszka. A real judge is invited to preside over the trial. Lawyers will be invited to share their trial experiences with the students. Students will be the lawyers, jury and the audience. The library media specialist coordinates the activities of each class with staff and schedules the judge. This is a good activity to use as promotion for your school. Encourage local TV stations to cover this story.

2. Iowa History

An all school event will be held in the second quarter of the school year. Each class or grouping is responsible for setting up their area of the simulation. The library media specialist is responsible for coordinating the groups with the help of the teachers. For example, the first grade might be responsible for early Iowa farming techniques. They set up a learning center with whatever props their group chooses to demonstrate these techniques to the rest of the school. Each class has an opportunity to visit all the learning centers.

3. Gold Rush Days

An all school event will be held in the third quarter of the school year. Each class/group is responsible for a particular part of the gold rush. Some might choose California, others, Alaska and still others Australia. Models

of gold rush towns are an example of something the students might choose to display. Each student, no matter what aspect of the gold rush he/she has chosen, is expected to do research in order to create his/her model accurately. Interactive learning activities play a role in this simulation.

4. Expedition/Field Trip Through Computer Access

A fourth and fifth grade activity will be held during the fourth quarter of the school year. A modem and access to a network will be available at this time. This activity takes place in the media center at a station set up by the media specialist. Arrange times with the explorers. Students contact members of an exploration and monitor their activities on a daily basis. Students keep journals of their impressions and discoveries and share them with each other and with the explorers that communicated with them (Clement, 1992 p. 20).

STAFF DEVELOPMENT

1. Sponsor a Speaker Who Is an Interactive Learning Specialist.

Arrange with the district media specialist to invite a specialist in the field of interactive learning to speak to building staff. Strategies to employ interactive learning will be the theme of this particular inservice. First, gather teachers and participating staff in a large group session. Include a presentation by the interactive learning specialist and a question and answer session. Divide the large group into small diverse groups after the large group presentation. Provide one facilitator for each group. Discuss, within each small group, ideas

and activities that relate interactive learning with the present curriculum.

Brainstorm in each small group to create a new activity that includes interactive learning. Encourage each group to expand their idea or activity as much as possible. Encourage them to connect their new ideas and activities to their curriculum. Reconvene the large group and let each small group present their idea or activity. The learning specialist leads this session and concludes the inservice. This is a district activity. Schedule during the pre school inservice days which are in August. Book the speaker well in advance.

2. Hold a Workshop

On the inservice day that follows previous inservice days, hold a workshop where role playing, group building activities and interactive strategies employed by the speaker will be explored by the staff. The first session is a two hour morning session. Separate the building staff into grade levels. Give each group a card listing a specific subject, for example, endangered animals.

Applying learning from the previous inservice, each group creates an interactive learning unit. The unit should be appropriate for their students' learning levels.

Activities, simulations, and projects relevant to the subject matter should be included. Each group shares its creation with the participating staff. At the afternoon session, stations and activities are created for the staff to participate in and to do role playing. Rotate each group through the activities until they have each participated in all stations. Discuss the strengths and weaknesses of

each activity. Active participation is required. Arrangements are made by the library media specialist and the principal.

3. Sponsor a Technology Workshop

Coordinate this activity with the district technology specialist and the district media specialist. The primary audience is the building staff. Arrange these sessions so the staff can be in small enough groups to get hands on experience. The purpose of this workshop is to demonstrate to the staff the power of technology in relation to interactive learning. Show the staff the capabilities of the automated catalog at an early session. Let them practice searching for particular keywords or subjects. Teach them the most efficient ways to do their search. Schedule a session to practice electronic encyclopedia searching. Relate searches to forthcoming units for each staff member. Help them discover which search terms work best. Give them enough practice so they are comfortable using the CD-ROM drive and disc. Arrange for the staff to do a field/trip or exploration on Internet (a computer network) at a later session. Talk to NASA, for example. Include practice with the communications software. Prepare a hand out with basic commands. Arrange for each staff member to have time to do their own exploration. Plan each activity well and prepare in advance for each session. Impress the staff with the new technology available to them. Be enthusiastic and show them the possibilities available to create exciting interactive learning environments.

DEVELOP BUDGET

One goal and objective of this plan is to increase the per student allotment for media services from \$8.17 to \$20.00. The Johnson Elementary school budget includes accounts for print materials, nonprint materials, film rental, supplies, bulbs, and subscriptions (Wetherell, 1993). Due to the great difference between the current per pupil allotment of \$8.17 and the desired allotment of \$20.00, the library media specialist must develop a special request budget. Keep in mind the following factors that are included in this development: 1) numbers of users, 2) curriculum and instructional program, 3) collection development, 4) equipment; new, replacement and maintenance agreements, 5) supplies, and 6) author visits. Use data from last year's annual report.

1. Total number of volumes on hand	15,000
2. Projected enrollment for next year	470
3. Average price per book	\$13.98
4. Average price for rebinding	\$3.80
5. Number of weeded books	3,000
6. Number of lost and not paid books	203

To arrive at a per student expenditure that the decision makers understand, use the recommended formulas which are found in Information Power for computing real costs. When relevant numbers and costs are entered in the formulas, the grand total for media services would be \$14,083 which equals \$29.96 per student. Although the per student amount is higher than the objective, the amount does represent the cost for implementing interactive learning.

FUND-RAISER

Coordinate this activity with the Johnson school PTA and the school volunteers. Involve the students. This is an all school activity. Designate a target for the money to be raised. In this case, the receipts will be donated toward the \$10,000 goal of technology money. Hold a jog-a-thon. Students find sponsors and for each lap run they get a certain amount, for example, 5 cents a lap or sponsors can put a cap on the amount. Get teachers, staff and the entire Johnson school community involved. Find a corporate sponsor to sponsor those children unable to find sponsors. Challenge the students. For every twelve books the students read during a designated time period, one staff person in the school (the library media specialist, principal or a teacher) will complete one lap. Keep a visual record of the number of books read by the students posted in the library media center. Younger students run 180 yards for one lap and older students and adults run 220 yards per lap. Hold an assembly to honor the entire school for a job well done. Award prizes to the top class and top individuals. Announce amount of money earned. Have the principal or PTA president present the check to the library media specialist.

PURCHASE \$10,000 OF TECHNOLOGICAL EQUIPMENT

With proceeds from the fund-raiser and funds allocated in the budget, purchase the technology items needed. These items will include: 1) a CD-ROM drive, 2) CD-ROM drive discs including an electronic encyclopedia, 3) computers, 4) computer software, 5) computer furniture, 6) computer

peripherals, 7) a laser disc system including multimedia hardware and software, 8) a video camera, 9) a VCR, 10) an audio mixer, 11) a modem, 12) communications software, 13) film and videos, 14) a LCD panel, and 15) other items as needed.

EVALUATION OF THE PLAN:

As each objective of the action plan is completed, determine if goals have been met. Administrative staff as well as the library media and teachers must share in this process to increase awareness of the library media program and to foster support. The overall evaluation process should answer questions, such as:

What percent of the total school population is being served?
 What identifiable subgroups are being served?
 With what frequency and effectiveness do the library media specialists collaborate with the teams to integrate interactive learning?
 How effectively can students use information resources to meet specific learning objectives?
 With what frequency and effectiveness do teachers use library media resources and activities to accomplish classroom objectives?
 How well are the library media programs being met? (Information Power, 1988, p.48)

List your successes, identify areas that need improvement, eliminate ideas that are not successful. For example, did the Open House raise the awareness of the library media program to the Johnson school community? What were the successes of the Open House? Perhaps 75% of the Johnson School Community came to the open house. Cite number of demonstrations of the automated catalog. Document the questions that were asked by students,

staff and parents. Was there any response to the display of the mission, goals and objectives? Was it favorable? All of these questions and more can be asked about each objective. Four public relations events were held. Three educational presentations were held. Did they raise the awareness of the library media program to the Johnson School Community? Did the administrators respond well to the presentation? Collaboration with every team member to incorporate interactive learning activities with the curriculum was done once a month. List successful activities, list ones that need improvement and how they could be improved. Cite activities that should be eliminated. Four simulations were sponsored by the library media specialist and library media program during the calendar year. Again, what worked best, what didn't work and why? Three staff development sessions were held. What was successful about them? Did the staff learn new interactive learning techniques? Were they able to apply what they learned in the classroom? These evaluations will be made by staff and administrators. Was the library allocation raised to \$20.00 per student? Was it raised at all? What could be done differently to enhance the budget, if the goal was not met? One fund-raiser was held during the calendar year. How much money was raised? What worked and what didn't? Purchase of technical equipment was made. Was the goal met? If not, why not?

If the plan worked to meet the goals as designed by the media specialist, it was a success. Compile information gained from the evaluation to form the conclusions.

Chapter 5

Conclusions

The goal of this paper was to create a model of a marketing plan for library media programs. By using the Johnson elementary school as a base and the restructuring idea of interactive learning as a specific case, a model marketing plan was created. A library media specialist could tailor this model to another specific library program and restructuring idea and be successful. Each step of the plan is specific and must be followed in practice for the model to work. Quantitative measurement of objectives is necessary for the library media specialist and decision makers to gauge success of the results. By creating and sponsoring four public relations events and three educational presentations during the calendar year, awareness of the library program will increase. Collaborating with every team member of the school to incorporate interactive learning activities with curriculum at least once a month, sponsoring four simulations and providing three staff development sessions during the calendar year will incorporate interactive learning that: 1) develops critical thinking skills, 2) provides information management instruction, and 3) fosters independent learning in the library media program. Increasing the media services allocation from the district to \$20.00 per student and holding one fund-raiser per year are steps toward developing an appropriate budget. Purchasing \$10,000 of technical equipment and software during the calendar year is the beginning of the process to utilize the latest technologies necessary to access information.

With this marketing plan adapted to the school library media program any media specialist can use this document as a model in their district to persuade the decision makers that the library program is essential in any school restructuring plan.

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